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ABSTRACT

The 1965 Elementary Secondary Education Act Title VII Chinese Bilingual Pilot Program is a bilingual/bicultural program the purpose of which is to provide for the special educational needs of children who have limited English-speaking ability, who come from environments where the dominant language is one other than English, and who come from low-income families. The program is charged with developing and disseminating Chinese bilingual/bicultural curriculum materials, providing instruction in both English and Cantonese in the basic subject areas, providing the parents of our students with second language instruction in English and Cantonese, and developing an educational prototype which might serve as a replicable model for the development of a K-12 bilingual/bicultural program. A student in the program divides his school time between two teachers in two different classrooms: an English component class and a Chinese bilingual component class. The student will spend half the day in one class and the other half in the other. In some grades the alternation between components is every other day. The students are offered the following subjects: English reading and writing, Chinese reading and writing, spoken English, spoken Cantonese, mathematics, social studies/science, music, physical education, and art. (Author/JM)

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P R O G R A M G U I D E

The Chinese Bilingual Pilot Program

ESEA TITLE VII

1974

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I N T R O D U C T I O N

In 1969 a pilot Chinese bilingual project was funded under the Elementary Secondary Education Act to provide for the special educational needs of limited-English Chinese immigrant children in San Francisco. One of the primary functions of the pilot project has been to develop a K-12 program model which can be replicated in other areas with similar needs. The program model has been modified and refined as perspectives, circumstances, and needs changed.

The purpose of this guide is to give a brief description of the project and its program resources. Please take into account that this description is current to 1974-'75 and that it is written primarily from the viewpoint of one person's working knowledge of the program.

Roger Tom
July 1974

I. BILINGUAL BICULTURAL EDUCATION: PERSPECTIVES AND VIEWPOINTS

A. A Historical Perspective - Victor Low

The idea of bilingual education began on the premise that minority children in America, going through English-speaking, white-oriented school systems, are being short-changed. They attend schools that do not recognize or accept their native languages and cultures. They study one version of American history, and whatever learning is acquired separates them from their families and/or community. Those that survive the system have poor self-images, deficiences in reading and difficulties in competing for jobs. The whole upshot is that the public school systems in America consciously perpetuate a false reality of America that non-white children can barely identify or accept. What is the public school saying when a child's native language is thought of and taught as a "foreign" language? Foreign to whom? What is the public school saying (or not saying) when American history textbooks have nothing to say about the contributions of the people with whom he most readily identifies; yet he hears these aspects of history from the lips of his parents and grandparents. Even the melting-pot theory has holes because it assumes a person is white and western oriented!

Out of this predicament sprang forth the Bilingual Education Act of 1965 which addresses itself to this problem. It recognizes the importance of a child's first language and cultural background as assets to be encouraged and promoted by the public school. This educational concept recognizes the wonderful diversity within America's midst and seeks to develop children who will be truly bilingual and bicultural. All children are encouraged to participate in these programs.

The practical implication of bilingual education means that equal emphasis will be given to both English and the child's mother tongue. Equal emphasis will also be given to the child's native culture as well as to the American culture. This new educational approach rests on the assumption that young children can learn a second language. It is relevant for 20th century America, gives children a more realistic picture of this country, and is a sure step toward cultural and linguistic tolerance in a multi-cultural, multi-lingual society.

B. From an Immigrant Chinese Parent's Viewpoint

I'd like my child to speak the language of our new country as good as the people of this country. I know my speaking Chinese at home doesn't aid his learning of English. So I appreciate what the school is doing. I don't mind the school encouraging my child to speak less Chinese and more English. Otherwise how can he practice enough? This doesn't mean that I disapproved of Chinese being used by the children or teacher at school. My child tells me he understands lots more when the teacher explains in Chinese and he can ask

B. From an Immigrant Chinese Parent's Viewpoint - continued

questions in Chinese. But I think there should be times when only English is spoken and is encouraged. And more time devoted to English than Chinese when he is trying to learn English.

After he begins to feel confident in English, then it's another story. Then there should be equal attention to both languages. For I would not like my child not to be able to speak the language of the old country as well as he can the language of his new country. In regards to this, the school can help a lot. The language we use at home is everyday Chinese. The lessons at school will teach him vocabulary and expressions we don't teach at home. In this way, my child will be able to fulfill his responsibility to his new country - and to us, his family. This is very Chinese and very American. Don't you think so?

C. From a Non-Chinese Parent's Viewpoint - Lois Link (June 1974)

It seems to us that bilingual-bicultural education is based on the premise that two people with different languages and traditions thrown together by history have much to offer each other.

In that case, bilingual education is not a one-way street. It cannot be relegated to the minority communities and ignored by the English-speaking majority. To limit bilingual education to persons of non-white or non-English-speaking ancestry would affirm the concept that such education is merely remedial, that the language and culture of the minority is inferior to the language and culture of the majority. Such limitation would only deepen and extend extend attitudes already prevalent in our society.

We are happy that our children have had this opportunity to participate in the bilingual program --- to share another culture and language.

This bilingual-bicultural curriculum greatly expands the typical elementary school curriculum. It affords our children rare insight into important segments of this community and the world. It assists in counteracting the racist influence of other areas of our society and it provides a broad social background.

In other words, the bilingual program seems to offer a superior way of educating our children.

II. THE CHINESE BILINGUAL PILOT PROGRAM SAN FRANCISCO UNIFIED SCHOOL DISTRICT

A. Statement of Educational Philosophy

We believe that the goal of education to be the preparation of individuals to participate fully and effectively in a democratic and pluralistic society.

We believe that the "content" of education is just as important as the "process"; that is, we believe that what is taught is just as important as how it is taught.

We believe that education should be a broadening and humanistic experience which would enable the individual to remain "un-encapsulated".

We believe that education should help preserve the cultural heritage of the individual so as to enrich the pluralistic society in which we live.

We believe that everyone regardless of age or education can be a learner and a teacher; that the two roles are not mutually exclusive, but that they are complementary.

Based upon our beliefs, we propose an educational program:

--that would maximize the opportunities for students to participate in the decision-making process of the classroom and the program;

--that would enable students to develop an awareness, understanding, and true appreciation of students of different cultural and ethnic backgrounds;

--that would enable students to develop the basic language skills in his home language as well as a second language;

--that would enable students to develop skills in learning to learn and in the higher cognitive areas;

--that would enable students to develop social and affective skills in the areas of self-awareness, self-confidence, and social interaction.

B. The Questions Most Frequently Asked About the Program

1. What is the ESEA Title VII Chinese Bilingual Pilot Program?

   The Program is a bilingual/bicultural project funded jointly by the Federal Government and the San Francisco Unified School District.

2. What is the purpose of the Program?

The purpose of the Program is to provide for the special educational needs of children who have limited English-speaking ability, who come from environments where the dominant language is one other than English, and who come from low-income families.

3. What are the specific tasks of the program?

The Program is charged with:

--Developing and disseminating Chinese bilingual/bicultural curriculum materials

--Providing instruction in both English and Cantonese in the basic subject areas

--Providing the parents of our students with second language instruction in English and Cantonese

--Developing an educational prototype which might serve as a replicable model for the development of a K-12 bilingual bicultural program.

4. In what areas are special curriculum materials being developed?

Special curriculum materials are being developed in the areas of Chinese reading and writing, Cantonese as a second language, and Chinese cultural studies.

5. What is the operational definition of bilingual education, and what bilingual model is being employed?

Bilingual education is defined as the use of both English and Chinese as mediums of instruction. The project is an equal maintenance language program with an informal alternation of languages in the teaching of subject matter.

6. What subjects are offered to students?

English Reading and Writing
Chinese Reading and Writing
Spoken English
Spoken Cantonese
Mathematics
Social Studies/Science
Music
Physical Education
Art

7. Why is Cantonese taught rather than Mandarin?

   The majority of our Chinese students come from Cantonese-speaking homes. Working on the premise that a child's home language is his best medium for learning, Cantonese is used as one of the languages of instruction.

8. How are Chinese and English taught as second languages?

   They are taught through the audio-lingual method in an activity-oriented curriculum.

9. Is the program only for Chinese students?

   No. 40% of our children are non-Chinese. They are in the program to learn about Chinese culture, spoken Cantonese, and eventually Chinese reading and writing.

10. How many children are in the program?

    In 1974 there are 360 elementary school children in 14 classes in grades K-6.

C. A Typical Program For A Student

A student in the program divides his school time between two teachers in two different classrooms: an English component class and a Chinese bilingual component class. The student will spend half the day in one class and the other half in the other. In some grades the alternation between components is every other day. Listed below are the subjects taught in each component.

English Component	Chinese Bilingual Component
(1) English Language Arts: Listening, Speaking, Reading, Writing.	(1) Chinese Language Arts: Listening, Speaking, Reading, Writing.
(2) Spoken English for Limited English Speakers.	(2) Spoken Cantonese for Limited Chinese Speakers
(3) PE	(3) Mathematics
	(4) Social Studies
	(5) Science

D. Program's Organizational Structure

1. Administration (See also Organizational and Staff Chart)

The day-to-day operations of the program is the responsibility of the Project Manager, Mr. Victor Low. Liaison between the program and the central office staff and the Board of Education is the responsibility of the Project Director, Mr. Wellington Chew. Mr. Chew is quarter-time with the project; his other time is spent as the supervisor of the district's Chinese ESL/Bilingual Department. Mr. Chew reports to Mr. Raymond Del Portillo, who is the district's Director of Bilingual Education.

2. Program Components

The Program has two major functions. The first is to develop and field test curriculum materials for Chinese bilingual-bicultural programs. The second is to provide a Chinese bilingual instructional program for students on the elementary level.

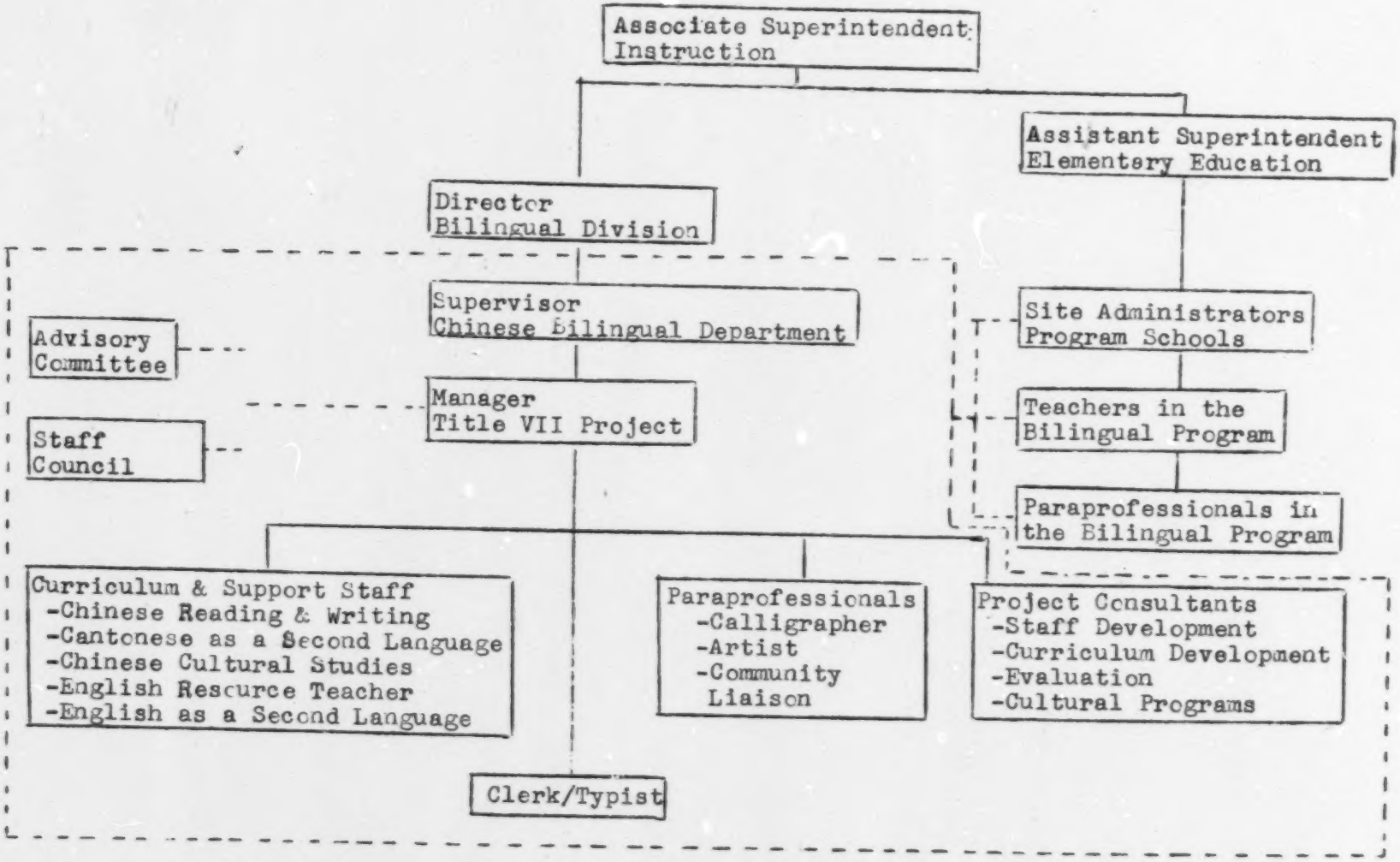
The instructional program was started in 1969 with two first grade classes. In each succeeding year an additional grade level was added by forming two new classes. In September 1974 there will be two classes at each level in grades 1-6 and one kindergarten class. In the non-public sector there are two bilingual classes at St. Mary's Day School.

The curriculum development component has been developing materials in the areas of Chinese Reading and Writing, Cantonese as a Second Language, Chinese Cultural Studies, and Chinese American Studies.

3. Advisory Groups

The project has two advisory groups which meet regularly to give the Project Manager input: The Parents' Advisory Committee and project's Staff Council. Both groups have a part in reviewing and consulting on the project's operations and program's application for the continuation of funding.

Project Organizational and Staff Chart



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III. INFORMATION FOR NEW TEACHERS IN THE CHINESE BILINGUAL PILOT PROGRAM

A. The Teacher's Role

The degree of success of the Program is largely dependent on the quality and commitment of its classroom teachers. It is the teachers who must translate the Program goals and objectives into meaningful educational experiences for children. It is they who must not only give proper attention to the cognitive growth of children, but also to their emotional and social growth as well. In short teachers in the Program have the responsibility of enabling students to learn in the language and style best suited for them, to build self awareness and confidence and to develop the ability to relate well with others in a pluralistic society.

B. Team Teaching

There are two basic components in the instructional program: the English component and the Chinese component. At any particular grade level one teacher from each of the components are teamed together to teach two classes of children. For example, two teachers, one from the English component and the other from the Chinese component, would team teach two classes of second graders. The children would spend half of their time with one teacher and the other half with the other. The alternation between teachers are done daily or every other day depending on the decision of the team.

English component teachers are selected on their knowledge and skill in teaching English language arts and English as a second language.

Chinese component teachers are selected on their knowledge and skill in teaching bilingually in Chinese and English in the areas of math, social studies, and Chinese language arts.

Team teaching in the Program has resulted in better placement and use of teachers. Rarely has there been a teacher who is equally competent in all areas of the curriculum. However, through team teaching, teachers have been able to complement each other and have been able to develop a stronger instructional program as a result.

C. Paraprofessionals

In most cases, teachers in the Program will have the assistance of a paraprofessional in the classroom. Paraprofessionals in the Program have varied skills and training backgrounds. In most instances, paraprofessionals in the Chinese component are skilled in

C. Paraprofessionals - continued

the teaching of the Chinese language. Those in the English component are selected partly on the basis of their being good English language models.

Even though certain paraprofessionals are excellent teachers, California state code places the ultimate responsibility for teaching and supervising students on the classroom teacher. The code states that the paraprofessional may not do anything which the classroom teacher is specifically charged to do. For example, paraprofessionals may not make out student report cards, nor may they prepare and verify school registers.

Use paraprofessionals effectively. In most instances the classroom teacher should introduce new concepts and skills; the paraprofessional should be used to provide the needed practice and supplementary lessons. Also, in most cases, the teacher should work with the children needing the most help, and the paraprofessional should work with those who are more capable.

D. Teacher Training and Retraining

Teachers in the Program are required to participate in preservice and inservice training programs. Also, they are afforded opportunities to attend regional and national meetings, conferences, and workshops.

1. The Preservice Workshop: The last week in August is usually set aside for the Program's preservice workshop. The workshop activities include the orientation of new staff members, introduction of new materials and methods, seminars on special topics and planning for the coming school year.

2. Monthly All-Day Inservice Workshops: Once a month the teachers and the curriculum staff meet to evaluate the effectiveness of the Program in achieving its stated goals and objectives, to provide feedback on materials being field-tested, and to develop strategies for improving the Program.

3. Regional and National Meetings: In previous years teachers of the Program staff have had the opportunity to attend the following conferences and workshops -

   --Annual Meeting of Teachers of English to Speakers of Other Languages

   --International Bilingual Bicultural Conference

   --National Association of Social Studies Teachers Conference

D. Teacher Training and Retraining - continued

--California Federation of Chinese Bilingual Educators Meetings

--Northern California Multilingual Multicultural Conference

The field of bilingual bicultural education in the United States is a relatively new one; and as the field becomes better developed, teachers in such programs will be afforded better training opportunities. In California, the framework for a Bilingual Bicultural Specialist Credential has already been established. Teacher training institutions are in the process of developing credential programs in bilingual bicultural education for the various language groups. A forerunner of such credential programs are the bilingual bicultural training institutes of Seton University and San Francisco State University.

E. Materials Development and Field Testing

Teachers in the Program are asked to evaluate and give feedback on experimental materials introduced into the classrooms. Input from teachers and students who have used these materials are vital in the development of effective curriculum materials for the Program.

In addition to the curriculum staff, teachers have also played an important role in the development of new curriculum materials. During the Summer Curriculum Development Workshop, the Project Manager may assign teachers to special curriculum projects on an extended-day basis.

F. Individualized Instruction

In the areas of math and phonics are sufficient materials to permit the individualization of instruction. These materials include student profiles, criterion-referenced tests, learning units, record-keeping systems, and supplementary materials. The necessary components for individualizing instruction are being developed in the areas of Chinese Reading and Writing, Cantonese as a Second Language and English writing skills.

1. Student Profiles - These skills profiles are organized by topics and levels of difficulty. They are used in conjunction with diagnostic and mastery tests and are passed on to succeeding teachers as a student progresses through the grades. The primary function of the skills profiles is to provide a record of what has been mastered by students.

F. Individualized Instruction - continued

2. Criterion-Referenced Tests - These tests are specific to what the student has been exposed to and taught. And thus they give information on the items which have been learned in a particular area at a particular level of difficulty.

3. Key Sort Cards - These cards are used in conjunction with the student profiles and criterion-referenced tests. They provide a quick method of grouping students for instruction.

G. Instructional Materials and Equipment

Teachers in the Program have access to the commercially-produced and project-developed materials listed in Appendixes A and B. In addition, teachers have access to project equipment such as language masters, cassette tape recorders, and listening centers. Also, each teacher has a $100 a year to purchase instructional materials for his students at his discretion.

IV. STARTING A CHINESE BILINGUAL BICULTURAL PROGRAM

A. The Scope of the Program

1. The Program is designed to enable students to become fluent and literate in Cantonese and English and to become effective persons in a democratic and pluralistic society.

2. It is intended to be a long-ranged program with students entering it in the primary grades and continuing in it through high school.

B. Staff Requirements

1. Chinese bilingual bicultural teacher(s) to team with ...

2. Teacher(s) experienced in teaching English to speakers of other languages.

3. The number of teachers required is dependent upon the number of students who would benefit from the Program. Generally, a class should be composed of no more than 50% non-English dominant children.

If the above is used as a guideline, then a bilingual bicultural teacher will be needed for every 12-15 Chinese-dominant students.

C. Selection of Students

1. Classes should include non-Chinese as well as Chinese students.

2. Chinese-dominant students should have priority in placement in the Program.

3. Non-English dominant students who are not Cantonese speaking should be referred to the appropriate bilingual program.

D. Instructional Program Characteristics

1. Students are given language instruction in both Chinese and English. Curricular content areas are also taught in both languages. There is a formal separation of the two languages during a part of every day.

2. Curriculum packages have been developed to provide for individualized competency-based instruction in the areas of math, phonics, and English writing.

D. Instructional Program Characteristics - continued

Other packages are being developed in the areas of Chinese reading and writing, English as a second language, Cantonese as a second language, and Chinese cultural studies.

3. In schools where there are only two or three teachers in the program, the children should be allowed to remain with the same team of teachers two or three years.

E. Instructional Support Requirements

1. Teachers in the Program should have release time for preservice and monthly inservice training.

2. Teachers should be supervised and supported by an elementary specialist in Chinese bilingual bicultural education. The specialist would provide assistance in screening students, instructional methods and materials, and evaluation.

F. Evaluation

The evaluation of a Chinese bilingual bicultural program should include criteria and instruments to measure the effectiveness of its ...

1. Preservice and inservice training of teachers,
2. Instructional program in terms of student performance,
3. Screening and placement of students, and
4. Parent education program.

G. For More Information Contact:

Mr. Wellington Chew, Project Director
Chinese Bilingual Pilot Program, ESEA Title VII
San Francisco Unified School District
135 Van Ness Avenue, Room 213A
San Francisco, California 94102
Telephone: (415) 863-4680

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APPENDIX A - CURRICULUM MATERIALS DEVELOPED BY THE E.S.E.A. TITLE VII-CHINESE BILINGUAL PILOT PROGRAM

A. Chinese Reading and Writing Curriculum - Robert Sung

1. Components

   a. Teacher's Guides: include weekly lesson plans, word lists, teaching suggestions, games, visual aides (Grades 1-5 completed).

   b. Lessons: 28-30 lessons for each of the grade levels completed; the lessons are written in the form of stories, poems, and paragraphs on various subjects.

   c. Audio-tapes are available for each lesson.

   d. Reading Charts are available for every lesson in Grades 1-3.

   e. Student Worksheets: for every lesson there is a student workshoet to help students develop comprehension and word analysis skills.

   f. Chinese Word Practice Sheets: for every new word introduced in Grades 1-4 there is a worksheet to help students in the sequencing of the strokes and putting the strokes in proper relationship with each other.

B. Chinese Festivals: Teacher Guides - Helene Lew

The guides were written to give classroom teachers some basic information on the major Chinese festivals. Each guide includes a historical background of the festival, its significance to the Chinese, how it is celebrated, and a bibliography of additional resource materials. Guides are available for the following Chinese festivals:

1. The Moon Festival
2. The Winter Festival
3. Chinese New Year
4. Ching Ming
5. The Dragon Boat Festival

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C. Chinese Festivals: Student Booklets - Gordon Lew

The illustrated student booklets are written in Chinese and English. The significance of the Chinese festivals is conveyed to students in story form. The following titles are available:

1. "The Moon Festival Is Here"
2. "Winter Festival"
3. "Preparing for Chinese New Year"
4. "The Story of the Red Envelopes"
5. "The Story of Ching Ming"
6. "Dragon Boat Festival"

D. Bicultural Study Trips in San Francisco: Teacher Guides - Elizabeth Lew

The guides are multi-curricular and can be used to teach skills in a number of subject areas; e.g., social studies, math, science, language arts, etc. A typical guide has the following components:

1. Destinations: a listing of several options as to places to visit.
2. Objectives: general and specific instructional objectives.
3. Preplanning: a list of materials the teacher should read and become familiar with.
4. Suggested Classroom Activities
    a. Preliminary Activities
    b. Planning for the Walk
    c. The Walk Itself
    d. Follow-up Activities
    e. Culminating Activity
5. An Oral Language Lesson Related to the Study Trip
6. Bibliography: Non-fiction and Fiction Items

The following Study Trip Guides are available:

1. "A Study Trip to a Chinese Bakery"
2. "A Study Trip to an American Bakery"
3. "A Study Trip to a Chinese Restaurant"

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Study Trip Guides (continued)

4. "A Study Trip to an American Restaurant (Cafeteria)"
5. "A Study Trip to a Chinese Vegetable Store"
6. "A Study Trip to San Francisco's Farmer's Market"
7. "A Study Trip for the Moon Festival"
8. "A Study Unit on Thanksgiving"

E. The Story of the Chinese in America: A Teacher's Guide - Mel Jue

The guide covers the history of the Chinese in America from the 1840's to the present. The guide is used together with three source books which contain most of the visuals for each lesson. The guide is divided into eleven parts - each covering a certain period of history:

1 & 2. "China Clippers & the Land of the Golden Mountains"
3. "The Chinese in the Gold Mines"
4. "Working on the Railroad: Background on the Long Iron Trail"
5. "Working on the Railroad: Conquering the Sierra Nevadas"
6. "Hard Times: Work & Achievement"
7. "Hard Times: Prejudice - 'The Chinese Must Go!'"
8. "The Chinatown You Missed - The Bad"
9. "The Chinatown You Missed - The Good"
10. "Chinatowns of U.S.A."
11. "What's Good About Living in Chinatown: The Five Senses"
12. "What's Good About Living in Chinatown: The Best of Both Worlds"

F. Chinese Cultural Multi-media Kits - Irene Kwok

The Chinese Cultural Multi-media Kits have been developed around major topics. There is a different kit for each topic for each of the grades 1-5

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F. Chinese Cultural Multi-media Kits (continued)

1. Major Topics

   a. Moon Festival

   b. Winter Festival

   c. Chinese New Year

   d. Transportation

   e. Family

   f. Seasons

   g. Ching Ming (To be developed)

   h. Dragon Boat Festival (To be developed)

2. Components of Each Kit

   a. A Basic Fact Sheet

   b. An Illustrated Story in English and Chinese (Audio-tapes and filmstrips will be developed)

   c. A Song, Poem, and Rhyme

   d. A Group Game

   e. A Class Art Project

G. Cantonese As A Second Language Curriculum - Helene Lew

1. Componets

   a. Lessons: 35 lessons for each of the three levels. Level I will be completed July 1974.

   b. Flash Pictures: vocabulary cue cards to be used in substitution drills.

   c. Classroom Charts: tone and classifier charts to teach the two most difficult aspects of learning Cantonese.

   d. Games: oral language games will be developed to supplement the activities of each lesson.

   e. Language Master Cards: sets of cards to review vocabulary and structures introduced.

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APPENDIX B - PROJECT RESOURCES (COMMERCIAL PUBLICATIONS)

A. Professional Library

1. Books

a. Bilingual Education / Language Instruction

Bilingual Education in a Binational School
by Mackay, William

Bilingual Education of Children (The St. Lambert Experiment) by Lambert, W. E. and Tucker, G. R.

English as a Second Language: From Theory to Practice
by Finocchiaro, Mary Ph. D.

English Step by Step with Pictures
by Boggs, Ralph S. and Dixson, Robert J.

Games for Second Language Learning
by Dorry, Gertrude Nye

Language and Nationalsim (Two Integrative Essays)
by Fishman, Joshua A.

The Language Education of Minority Children
Selected Readings (2 copies)
by Spolsky, Bernard Editor

The Sociology of Language
by Fishman, Joshua A.

. . . . . .

b. General Education

Audio-Visual Techniques in Teaching
by Huebener, Theordore

Crisis in the Classroom (The Remaking of American Education) by Silberman, Charles E.

How Children Fail
by Holt, John

How Children Learn
by Holt, John

Schools Without Failure
by Glasser, William M. D.

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c. Asian American, History, Culture, etc.

Asian-American Authors
by Hsu, Kai-Yu and Palubinaskas, Helen

Bitter Strength
by Barth, Gunther

The Challenge of the American Dream: The Chinese in the United States by Hsu, Francis L. K.

Chinese-Americans: School and Community Problems (2 copies) by Integrated Education Associates

Chinese Argonauts
by Hom, Gloria Sun

The Chinese Helped Build America (2 copies)
by Dowdell, Dorothy and Joseph

The Chinese in America (2 copies)
by Sung, Betty

Idaho Chinese Lore
by Elsensohn, Alfreda Sister

Look at Your Eyes
by Showers - Crowell

Outlines History of the Chinese in America
by Lai, H. Mark and Choy, Philip

Passage to the Golden Gate (75 copies)
by Chu, Daniel

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d. Chinese History, Culture, etc.

Ancient Chinese Bronzes
by Watson, William

Anthology of Chinese Literature (from early times to the fourteenth century) edited by Birch, Cyril

Buddhism In Chinese History
by Wright, Arthur F.

Children of the Pear Garden
by Hung, Josephine Huang

China
by Fitzgerald, C. P.

China: Its People, Its Society, Its Culture
by Hu, Chang-Tu

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d. Chinese History, Culture, etc. (continued)

Chinese Buddhist Verse
by Robinson, Richard

Chinese Calligraphy
by Driscoll, Lucy and Toda, Kenji

Chinese Calligraphy
by Yee, Chiang

Chinese Characters
by Wieger, L. Dr.

Chinese Civilization
by Eichhorn, Werner

Chinese-English Dictionary
by Mathews, R. H.

The Chinese Eye
by Yee, Chiang

The Chinese Kinship System
by Feng, Han-Yi (Harvard University Press)

Chinese Literature - A Historical Introduction
by Ch'en, Shou-Yi

The Chinese Mind
by Moore, Charles A.

Chinese Mother Goose Rhymes
by Wyndham, Robert

Chinese Music
by Van Aalst, J. A.

Chinese Mythology
by Christie, Anthony

Chinese Myths and Fantasies
by Birch, Cyril

Chinese Nursery Rhymes
translated by Headland, Isaac Taylor

The Chinese on the Art of Painting
by Siren, Osvald

Chinese Religion: An Introduction
by Thompson, Laurence G.

Chinese Religion Seen Through the Proverb
by Plopper, Clifford H., B. D. Ph. D.

Chinese Tales of Folklore
by Mar, S. Y. Lu

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d. Chinese History, Culture, etc. (continued)

The Chinese: Their History and Culture
by Latourette, Kenneth Scott

Chinese Thought (from Confucius to Mao Tse-tung)
by Creel, H. G.

Chinese Thought & Institutions
by Fairbank, John K.

The Chinese View of Their Place In the World
by Fitzgerald, C. P.

The Chinese Way of Life
by Yutang, Lin

The Chinese Written Character as a Medium for Poetry
by Fenollosa, Ernest

The Classic Chinese Novel
by Hsia, C. T.

Cold Mountain (100 poems)
by Han-shan, the T'ang poet

The Essence of Chinese Civilization
by Li, Dun J.

1500 Modern Chinese Novels & Plays
by Schyns, Jos.

Folk Tales of China
by Wyndham, Lee

The Four Books (Confucian Analects, The Great Learning, The Doctrine of the Mean, and The Works of Mencius) by Legge, James

Gems of Chinese Literature
by Giles, Herbert A.

The Genius of the Oriental Theater
by Anderson, G. L.

A History of China
by Eberhard, Wolfram

Imperial China
by Schurmann, Franz and Schell, Orville

An Introduction to the Chinese Theatre
by Scott, A. C.

The Malice of Empire
Hsin-nung, Yao

Modern Drama From Communist China
by Meserve, Walter J. and Ruth I.

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d. Chinese History, Culture, etc. (continued)

Monkey (Folk Novel of China)
by Cheng-en, Wu (Translated by Arthur Waley)

Mountain of Gold
by Sung, B. L.

A New China Policy (Some Quaker Proposals)
Prepared for the American Friends Service Committee

A Practical English-Chinese Pronouncing Dictionary
by Chen, Jeney

Proverbs and Common Sayings from the Chinese
by Smith, Arthur H.

Report from a Chinese Village
by Myrdal, Jan

Republican China
by Schell, Orville and Schurmann, Franz

The Seven Sisters (Selected Chinese Folk Stories)
Foreign Languages Press - Peking 1965

Sources of Chinese Tradition
Compiled by: Wm. Theodore DeBary, Wing-Tsit Chan, Burton Watson

Stories From A Ming Collection
by Birch, Cyril

Strange Stories from a Chinese Studio
translated and annotated by Giles, Herbert A.

Three Ways of Thought in Ancient China
by Waley, Arthur

The Travels of Lao Ts'an
by Liu T'ieh-yun (Liu E)
Translated and Annotated by Harold Shadick

A Treasury of Asian Literature
by Yohannan, John D.

The Way and Its Power
by Waley, Arthur

The Way of Lao Tzu
by Chan, Wing-Tsit

The White Pony
edited by Payne, Robert

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e. San Francisco Bay Area

The Bay Area at Your Feet
by Doss, Margot Patterson

A Child's Guide to San Francisco
by Holden, Barbara and Woebcke, Mary Jane

Golden Gate Park at Your Feet
by Doss, Margot Patterson

San Francisco (A Sunset Pictorial)
by Sunset Books and Sunset Magazine

San Francisco At Your Feet (The Great Walks In a Walker's Town) by Doss, Margot Patterson

San Francisco In Color
by Watkins, T. H.

San Francisco's Golden Era
by Beebe, Lucius and Clegg, Charles

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f. Miscellaneous

Children's Games from Many Lands
by Friendship Press

Fun and Festival from Africa
by Wright, Rose (Friendship Press)

Pictorial History of California
by Johnson, Paul C.

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2. Filmstrips

a. Continuous Progress Education (2)
Education Progress Corporation

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B. 16mm Films

1. "Boy with Glasses" 45 minutes, B & W, Intermediate

A shy Japanese boy is told he must wear glasses. Though he needs it for school he's afraid of ridicule from his peers. He finally agrees to wear it because his teacher and father helps him overcome his self-consciousness.

2. "Christmas Cracker" 9 minutes, Color, Intermediate

Created by several of Canada's best artist and animators, this film present three humorous and highly imaginative Christmas stories.

3. "Clay (Origin of the Species)" 8 minutes, B & W (Motivational Film)

4. "Dream of Wild Horses" 9 minutes, Color, Inter. Language Arts.

The director utilizes slow motion against soft-focus backgrounds to create dream-like effects that evoke the wild horses of the Camargue.

5. "Family of the Island: Her Name is Wasamatha" 11 minutes Color, Intermediate Geography.

The film tells of Wasamatha, a ten-year old girl growing up in the Fiji Islands who learns an important lesson in responsibility about a family living on an island. We learn that like family life in the U.S. each member of a group has to carry his (her) share of responsibility if the family is to survive.

6. "Family Life in Malaysia: We live in a Kampong" 13 minutes, color, Intermediate Geography.

The film encourages children to examine family life in another country and compare it to their own by following a day in the life of a Malay family living in a kampong (village).

7. "Family of the River" 12 minutes, Color, Inter. Geography

The film is narrated by Razi, a girl living with her family on a boat on the Chao Phrara River in Thailand. We see Razi and her family working together as a unit living on a boat in contrast to our urban, technological society.

8. "Magic Moments" 5 units of 4 films each. Language Arts.

Unit 1 - Let's Talk.

What's Happening? 5 minutes. Color.

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8. "Magic Moments" (continued)

What If? 3 minutes. Color.

Whose Shoes? 3 minutes. Color.

Me, Too? 3 minutes. Color.

Unit 2 - Let's Do.

Clap! 5 minutes. Color.

Bang! 3 minutes. Color.

Follow Me. 5 minutes. Color.

Magic Hands. 7 minutes. Color.

Unit 3 - Let's See.

Toes Tell. 6 minutes. Color.

Fantasy of Feet. 8 minutes. Color.

Lopsideland. 5 minutes. Color.

Hands Grow Up. 6 minutes. Color

Unit 4 - Let's Pretend.

Getting Along. 2 minutes. Color.

Holding On. 4 minutes. Color.

Magic Sneakers. 8 minutes. Color.

Getting Even. 3 minutes. Color.

Unit 5 - Let's Play

Choosing Up. 6 minutes. Color.

Join Hands, Let Go! 8 minutes. Color.

Guessing Game. 7 minutes. Color.

Matching Up. 4 minutes. Color.

9. "Reflections" 15 minutes. Color. Inter. Language Arts.

A Chinese-American boy living in New York's Chinatown meets and befriends a Puerto Rican girl. The two get acquainted and open a new world of fantasy, but then the adult world intervenes and prevails as the story ends on gently sad but telling note.

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10. "Rice" 26 minutes. Color. Intermdiate Geography.

The film shows students the crucial importance of rice as the principal food for almost two-thirds of the world's people. It dramatizes the relation of Asia's basic crop to the rapidly rising number of people who depend upon rice for their principal food.

11. "The Robin Family" 13 minutes. Color. Primary Science.

A film record of the 30-day life cycle during which a pair of robins build a nest and raise a family. It includes a discussion of nest building, laying of eggs, hatching of these eggs, feeding and caring for the young robins and finally their leaving home.

12. "Scrap of Paper & A Piece of String" 6 minutes. Color. Primary Language Arts.

Produced in special technique of string animation. Tells the story of the friendship between a scrap of paper and a piece of string. The film points out the usefulness and significance of paper and string to our culture and economy. It is done with a humanistic approach.

13. "Silent Safari" (Magic Moments) Unit of 5 films. Language Arts.

(1) Cheetah. 11 minutes. Color.

(2) Elephant. 11 minutes. Color.

(3) Giraffe. 10 minutes. Color.

(4) Lion. 11 minutes. Color.

(5) Zebra. 10 minutes. Color.

14. "Skinny & Fatty" 45 minutes. Black and White. Intermediate Language Arts.

A sensitive film dealing with the friendship that grows between two Japanese boys. Fatty is shy and unsure of himself and has a difficult time making friends. Skinny has no trouble making or keeping friends. Gradually, the two form a close bond and become inseparable.

15. "Sun, Earth & Moon" 11 minutes. Color. Inter. Science.

An introduction to some of the relationships that exist among the celestial bodies, the sun, moon, and earth. The causes of day and night, the seasons, and the tides are explained.

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J. Filmstrip Sets

1. Folktales and Stories

a. African Stories & Legends (Universal Ed.)

The Caterpillar and the Wild Animals
The Magic Ring
The Water Spirit
The Girl Made of Rubber
The Turtle's Shell
How Jealousy Spoiled a Friendship
Fire from the Sky
The Golden Boy
The Clever Spider
Jewels in the Sky

b. Story Series III (BFA Ed. Media)

What Mary Jo Shared
What Mary Jo Wanted

c. An Adventure in "Open Education"
(Teaching Resource Films)

A Boy, A Dog, and A Frog
Frog, Where Are You?
OUT! OUT! OUT!
Bobo's Dream

d. Bear Party, 90000-1 (The Viking Press, Inc.)

e. The Boy Cried Wolf (Teaching Resource Films)

f. Corduroy, 90004-4 (The Viking Press, Inc.)

g. Curious George Set (Teaching Resource Films)

Curious George
Curious George Gets a Medal
Curious George Takes a Job
Curious George Goes to the Hospital
Curious George Flies a Kite - Part I
Curious George Flies a Kite - Part II

h. Dandelion, 90008-7 (The Viking Press, Inc.)

i. Folktales Around the World (Learning Corp. of America)

Cow Tail Switch
Crane Maiden
Extraordinary Tug-of-War
Ma Lien and the Magic Brush
Mourka, The Mighty Cat

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i. Folktales Around the World (continued)

Mouse and the Elephant
Rolling Rice Ball
Rug Maker
Tears of the Dragon

j. Indian Stories & Legends
(Universal Education & Visual Arts)

Glooscap and the 4 Wishes
How Bear Lost His Tail
Naba-Cha and the Rocky Mountains
The Legend of the Flying Canoe
The Seagull and the Whale
Seven Little Stars
Why Porcupine Has Quills
When Goose Stole the Sun

k. Library Based on Outstanding Children's Books (Weston Woods)

Set I:
Fish in the Air (SF 78)
Andy and the Lion (SF 9)
Angus and the Ducks (SF 39)
The Biggest Bear (SF 10)
Brown Cow Farm (SF 51)
Caps for Sale (SF 12)
The Circus Baby (SF 13)
Curious George Rides a Bike (SF 17)
Danny and the Dinosaur (SF 67)
Drummer Hoff (SF 108)

Set II:
The Five Chinese Brothers (SF 18)
Georgie (SF 1)
The Hare and the Tortoise/The Lion and the Rat (SF 102)
I Know An Old Lady (SF 59)
I Read Signs (SF 56)
In the Forest (SF 19)
Jenny's Birthday Book (SF 20)
Norman the Doorman (SF 64)
The Old Woman and Her Pig (SF 40)
Paint All Kinds of Pictures (SF 100)

Set III:
Peter's Chair (SF 107)
Petunia (SF 45)
A Picture Has a Special Look (SF 54)
See and Say (SF 52)
The Snowy Day (SF 61)
The Story About Ping (SF 3)
The Three Billy Goats Gruff (SF 48)
What Do You Say, Dear? (SF 49)
Where the Wild Things Are (SF 84)
Whistle for Willie (SF 65)

l. The Little Red Hen (Teaching Resource Films)

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m. Nail Soup (Teaching Resource Films)

n. Nobody Listens to Andrew (Teaching Resource Films)

o. Mop Top, 90020-6 (The Viking Press, Inc.)

p. Picture-Book Filmstrip (Teaching Resource Films)

Blackboard Bear
We Never Get to Do Anything
Maybe a Monster
Sabrina

q. Set 13 (Teaching Resource Films)

Lyle and the Birthday Party
Lyle, Lyle Crocodile

r. Stories from Other Lands: The Arabian Nights (Imperial Film) - (4 filmstrips - 4 records)

s. Talking Without Words, 90024-9 (The Viking Press, Inc.)

t. Tell Me a Story, Library I, Fantasy (Classroom Film Dis., Inc.)

The Old Witch Goes to the Ball
Pie for the Princess
Weeny Witch
Captain Abner and Henry Q.

u. Tell Me A Story, Library II, Tall Tales (Classroom Film Dis., Inc.)

Paul Bunyan and His Blue Ox
John Henry Steel-Driving Man
Pecos Bill and the Long Lasso
Bob Bodden and the Good Ship Rover

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2. Social Studies/Science

a. A City is Many Things (Imperial Film) Primary-Inter. Social Studies. Color.

A City is People at Work.
A City is People at Leisure.
A City is Services.
A City is Transportation.
A City is Buildings.

b. Environmental Awareness (Centron Ed. Films)

Colors in Nature
Textures in Nature
Awareness in Forest and Field
Patterns in Nature
Awareness in the City

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c. Fathers Work (Imperial Film) Primary-Inter.

My Dad is a Carpenter.
My Dad is a Moving Man.
My Dad Works in a Shoe Store.
My Dad Works in a Factory.
My Dad Works in a Supermarket.
My Dad Works in a Service Station.

d. Learning About Zoo Animals, 407-M (The Viking Press)

e. Mothers Work, Too. (Imperial Film) Primary-Inter.
Social Studies. Color.

My Mother is a Waitress.
My Mother is a Dental Assistant.
My Mother Works in a Bank.
My Mother Works in an Office.
My Mother Works in a Drug Store.
My Mother Works at Home.

f. They Need Me (Imperial Film) Primary-Inter.
Guidance Lang. Arts. Color.

My Mother and Father Need Me.
My Baby Sister Needs Me.
My Friends Need Me.
My Dog Needs Me.

g. Tadpole I (Dennoyer-Geppert)

Round is the Way Things Go
Doughnut is a Hole
Who Needs Pointy Shapes?
Yipes! Stripes!
Nothing Stays the Same

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D. Multiple Copies of Children's Books with Tape Recordings and Worksheets.

Baby Elephant
by Miller, Patricia K.

Beady Bear
by Freeman, Don

Big Frogs, Little Frogs
by Miller, Patricia K.

Corduroy
by Freeman, Don

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D. Multiple Copies of Childrens's Books (contunued)

Curious George
by Rey, H. A.

Curious George Gets a Medal
by Rey, H. A.

Dandelion
by Freeman, Don

Day Daddy Stayed Home, The
by Kessler, Ethel

Five Chinese Brothers, The
by Bishop, Claire H.

Ghost Named Fred, A
by Benchley, Nathaniel

Giant John
by Lobel, Arnold

Golden Apple, The
by Bollinger, Max

Green Eyes
by Birnbaum, A.

Harry by the Sea
by Zion, Gene

Harry the Dirty Dog
by Zion, Gene

Henry the Explorer
by Taylor, Mark

In the Forest
by Ets, Marie H.

It's School Time
by Oechsli, Kelly

Let's Eat
by Martin, Bill

Letter to Amy, A
by Keats, Ezra J.

May I Bring a Friend
by De Regniers, Beatrice S.

Millions of Cats
by Gag, Wanda

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D. Multiple Copies of Children's Books (continued)

Peter's Chair
by Keats, Ezra J.

Six Foolish Fishermen
by Elkin, Benjamin

Story About Ping, The
by Flack, Marjorie

Tikki Tikki Tembo
by Mosel, Arlene

Tulips
by Peterson, John

What Is Big?
by Wing, Henry R.

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E. Instructional Kits and Programs

1. Speech-To-Print Phonics: (2 kits)

   A Phonics Foundation for Reading -
   Donald D. Durell, Helen A. Murphy

2. Story Plays: (3 sets)

   A Self-Directed Oral Reading Program
   (40 plays, 4 copies each play)
   Douglas & Rector, 1971

3. Listen and Do, Initial Consonant Set (1 set)

   16 records, Teacher's Guide, Duplicating
   Masters.

4. The First Talking Alphabet - Part I (1 set)

   (Scott, Foresman & Co.)
   Picture cards and duplicating masters.

5. SRA Reading Laboratory Kits - IIa, IIb, IIc

   Science Research Ass., Inc.

6. Learning to Learn - English Version (7 kits)
   (Cognitive Growth Kit)

   San Bernardino Material
   Dissemination Center for Bilingual-Bicultural
   Education

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E. Instructional Kits and Programs (continued)

7. Ethnic Understanding Series (10 sets)

   9 Human interest stories about Asians
   Reading series for individualism instruction
   and classroom lessons.

8. East/West Activities Kit (8 sets)

   12 Activities for grades 3-6, Teacher's Guide

9. SRA Storyboard Sets (1 set)

   Supplementary Language Arts, Language Development,
   Program
   (Science Research Association, Inc.)

10. English As A Second Language (8 sets)

    Sutherland, Kriedler
    (252/set cards, flash pictures)

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F. Slides, Photos, etc.

1. Learning to Learn Study Prints - Set I:

   Getting To Know Me (McGraw-Hill Book Co.) Primary.
   Language Arts. 8 Color Study
   Prints.

2. Black A, B, C's (Singer-Society for Vis. Ed. Inc.)
   26 Study Prints in Vinyl Portfolio

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G. Classroom Equipment

1. Rearview Filmstrip Projector (Singer - Study Mate II)
2. Carousel Slide Projector (Electagraph)
3. Cassette Tape Recorders (Wollensak)
4. Language Masters (Bell & Howell)
5. Listening Centers
6. Extra Earphones
7. Hand Filmstrip Projector (Viewlex)
8. Phonograph Players
9. Synchroniyer Cassette Recorder
10. Reel-to-reel Tape Recorders (Wollensak)